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ABSTRACT

Questionnaires were mailed to a sample of 1,980 non-returning, non-occupational students who had been enrolled at Cerritos College during spring 1976 but did not return in fall 1976, in order to test the applicability of the California community college Student Accountability Model (SAM), a statewide follow-up system for occupational students, to follow-up studies of non-occupational students. Results were compared with those of a concurrent survey of non-returning occupational students. Of those surveyed in the non-occupational study, 20% responded. A telephone survey of a sample of nonrespondents revealed non-representativeness of the respondents along several characteristics, which was taken into account in interpreting the data. It was concluded that the SAM procedure was able to identify non-occupational students with 90% accuracy and that, while the two surveys were about equally effective in terms of response, additional procedures were needed to increase the response rates. Study findings concerning employment status, transfer status, reasons for attendance and for non-return, and the educational goals and future educational plans of the former students are analyzed and compared. The data are tabulated, and the survey instrument and a brief description of SAM methodology are appended. (JDS)

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CERRITOS COMMUNITY COLLEGE DISTRICT

Office of Institutional Research

SURVEY OF NON-RETURNING NON-VOCATIONAL STUDENTS

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ABSTRACT

Cerritos College participated in the field test of extending the methodology of the Student Accountability Model (SAM) by conducting a mail survey of former non-occupational students. A sample of 1,980 students received the initial mailing of the questionnaire; a second mailing was sent to nonrespondents. The response rate for the survey was 20 percent. A random sample of 50 nonrespondents were contacted by telephone to determine in which ways the mail survey was biased. Several possible biases were identified, including, that more of the nonrespondents were employed full-time and not continuing their college education as compared to mail respondents. The questionnaire items are presented with total response frequencies and by subclassifications of male and female. However, no major trends were identified as being related to the sex of the respondents. The SAM methodology was found to classify students as non-vocational with 90 percent accuracy. A number of comparisons were made between the respondents to the SAM vocational follow-up and the field test of non-occupational students. The results indicate that extending the SAM procedures to the former non-occupational students produced useful follow-up information.

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BACKGROUND

A Student Accountability Model (SAM)[1] was developed and implemented by a consortium of community colleges to provide useful follow-up information on occupational students who have terminated from college. The methodology developed through SAM classifies the non-returning students by their assigned major (determined by course enrollment) and by their accomplishment. Accomplishment levels determined by the SAM procedure are: Graduate, Certificate, Achiever, Partial Completor, and Non-completor (see Appendix B). A survey instrument used in SAM provides data on the former students' current employment status, the usefulness of their occupational training in securing employment, and whether or not students are continuing their education at a different institution. Additionally, the students were asked to evaluate their college experience. The results from SAM would be useful in completing state and federal vocational education forms, and provide input for program evaluation by the college.

PROBLEM STATEMENT

The SAM methodology has presented community colleges with a potentially powerful program evaluation tool for vocational areas. The usefulness of SAM leads one to speculate about its potential value for supplying a follow-up technique for non-occupational majors. However, the extension of the SAM procedures to non-occupational majors is beset with several problems. Some of the SAM procedures are specific to occupational courses and these procedures may not be compatible with non-occupational courses. For example, the method by which occupational students are assigned a major does not appear to be a valid method for assigning non-occupational students to a major. Also, the determination of the Achiever accomplishment category would not be equivalent for occupational and non-occupational courses. For the occupational students, Achievers are determined by completing

[1]Student Accountability Model: Operations Manual, California Community Colleges Chancellor's Office, 1977.

at least one vocational course, whereas non-vocational Achievers are identified as completing seven or more units.

The questionnaire developed for SAM was optimized in terms of the data needed for completing required enrollment and follow-up forms. A major emphasis of SAM is determining the job success of the non-continuing vocational students. For non-occupational students, the emphasis of the questionnaire would need to be broadened to include, for example, more information on the satisfaction of students who have transferred to another college. This would allow colleges to evaluate the specific services needed and problems encountered by transfer students.

The purpose of the field test plan was, therefore, to develop a mail questionnaire to provide information to the college concerning the needs of the former non-occupational students. At the same time, it was decided to include certain items from the SAM vocational questionnaire in order to allow specific comparisons between the vocational and non-vocational groups. The data collected in the survey would also be used to analyze a number of objectives concerning the feasibility of extending the SAM follow-up procedure to the non-occupational students.

OBJECTIVES

The objectives of the Cerritos College SAM Extension Field Test were the following:

1. To determine how many students identified by SAM as non-occupational were in fact occupational.

2. For those who are occupational, determine the reasons they were not identified as such by SAM.

3. To determine the major and/or the specific reason why each non-occupational student was attending college.

4. To determine the reasons non-occupational students did not return to college.

5. To determine the students' assessment of the Cerritos College program in general.

6. To determine if the courses taken by the student at Cerritos met his educational objectives.

7. To identify any additional services which former students feel should be improved or those which should be added.

8. To determine if different follow-up questions or procedures should be used for students taking less than seven (7) units in the past semester.

9. To identify any major differences between the educational goals and employment characteristics of vocational versus non-vocational non-returning students.

10. To identify any major differences between male versus female non-occupational respondents.

PROCEDURE

The mail survey instrument was developed in consultation with interested faculty, administrators, and counseling personnel. The questionnaire was designed to be a self-mailing format so that the respondents re-folded it to expose the college's address for return mailing. Questions 1 through 11 on the questionnaire (see Appendix A) were also included on a mail survey of occupational students that ran concurrently with the non-occupational survey.

A second questionnaire was sent to nonrespondents. It was identical to the initial

questionnaire except that it included the following brief message:

> Help!
> Recently we mailed you an important survey form. If you have already returned it, please consider this note as a "Thank you" for your valuable help. If you have not had a chance to do so as yet, may we ask you to please complete and return this second form now?

The SAM methodology was employed during October, 1976 and identified 5,762 non-vocational students who had been enrolled in Spring, 1976 but not in Fall, 1976. This figure included 199 Graduates, 5 Certificates, 585 Achievers, 1,752 Partial Completors, and 3,221 Non-completors. A survey sample of 1,980 students was then selected according to the following: all Graduates, all Certificates, all Achievers, one-half of the Partial Completors, and one-tenth of the Non-completors. The Partial and Non-completors were selected by dividing their respective categories into male and female, and then having the computer select every second Partial Completor or every tenth Non-completor.

The questionnaire was sent to the sample the week of November 15, 1976. The response of the first mailing was 14.4 percent. A second questionnaire was mailed to nonrespondents the first week of January, 1977. A total of 371 surveys were returned properly filled out. The number of questionnaires returned as undeliverable was 123. The response rate for the survey was 20 percent.

A telephone interview of a random sample of 50 of the nonrespondents was conducted to estimate the representativeness of the mail respondents. Usable information was collected from 47 of the nonrespondents or their relatives.

DATA PROCESSING

The returned surveys were coded onto keypunch sheets for keypunching and computer analysis. Over 99% of the self-mailing questionnaires were returned with the students' names still on them. The name was used to locate the student number

from the survey sample name list. This process allowed for the possibility of analyzing the survey responses in conjunction with the Student Master File data. For example, Table 1 which is a comparison of the respondent characteristics to those of the survey sample, was generated in this manner. As an aid to coding the surveys, Xerox transparencies were made so that when placed over the survey, it indicated in which columns to code the data on the keypunch sheets.

RESPONSE REPRESENTATIVENESS

A survey with a low response rate, such as the 20 percent figure for this study, always leads to the rather perplexing question of how representative is the response. The answer is usually approached by assuming the response to be biased and then trying to isolate the specific areas of bias. This approach will hopefully indicate which, if any, sub-groups of the population were adequately represented in the returns. Another approach is to contact a sample of nonrespondents and gather information that will identify relevent differences between the respondents and nonrespondents. Both of these approaches were employed in this study and will be discussed below.

As one check on how biased the response was, a comparison of the ethnic and sex characteristics of the respondents to those of the sample was done. Table 1 lists the frequencies and percentages of these check characteristics. According to the SAM Procedure Manual, the respondent characteristics for a 20 percent return on a sample of 2,000 should be within plus or minus 4 percent of the sample value for the check characteristic. Table 1 indicates that Caucasian females comprised 35.5 percent of the sample and that they accounted for 47.4 percent of the respondents. Thus, female Caucasians were over-represented in the survey. Similarly, Table 1 shows that Mexican American females were 5.4 percent of the respondents, a figure well within 4 percent of the sample value of 6.6 percent.

Table 1

Comparison of Survey Sample Characteristics to Respondent Characteristics

Sample Characteristics

	American Indian	Caucasian	Mexican American	Black	Asian	Other
Male	16	789	186	20	35	32
	0.8%	39.7%	9.4%	1.0%	1.8%	1.6%
Female	10	706	132	14	24	22
	0.5%	35.5%	6.6%	0.7%	1.2%	1.1%
Total	26	1,495	318	34	59	54
	1.3%	75.3%	16.0%	1.7%	3.0%	2.7%

Respondent Characteristics

	American Indian	Caucasian	Mexican American	Black	Asian	Other
Male	2	131	19	2	4	6
	0.5%	35.3%	5.1%	0.5%	1.1%	1.6%
Female	1	176	20	0	5	5
	0.3%	47.4%	5.4%	0.0%	1.3%	1.3%
Total	3	307	39	2	9	11
	0.8%	82.7%	10.5%	0.5%	2.4%	2.9%

A brief telephone interview was conducted on a random sample of 50 nonrespondents; relatives were asked the questions if the former student was not available. The data from 47 interviews is presented in the Telephone Survey of Nonrespondents (TSN) section of this report. For example, Question 1, "What is your present employment?" indicates that 53.2 percent of the nonrespondents interviewed are employed full-time. In contrast, Question 8 of the Mail Survey Results (MSR) section shows that 39.1 percent of these respondents are employed full-time. Question 3 of the TSN section compared to Question 9 of the MSR section, shows that 38.3 percent of nonrespondents are attending college compared to 51.2 percent of the respondents. This is interesting because the percentages for these two groups are reversed for being employed full-time and attending college. More of the nonrespondents are working full-time and not continuing their college education as compared to respondents. The nonrespondents are less likely to return to Cerritos College (33.3 percent) than respondents (48.9 percent). However, the percentage of those who indicated they would continue their education at another college was close for the two groups; 25.9 percent of nonrespondents and 21.3 percent of respondents.

The preceding analyses have shown that a number of differences exist between the mail survey respondents and nonrespondents; Caucasian females are over-represented, Mexican Americans are under-represented, and college transfer students are possibly over-represented. Admittedly, identifying such limitations does not solve the response bias problem, but does allow some useful interpretations of the survey results. For example, knowledge that Caucasian females are over-represented in the totals allows for a more accurate interpretation of the Mail Survey Response section. One would expect, on the average, that more females than males would answer any given questionnaire item. Thus, the simple response percentages listed for males and females need to be interpreted in relation to deviation from "expected" frequencies.

FINDINGS

This section will discuss the project results relevant to the goals listed in the Objectives section. The responses to the individual questionnaire items are presented in the Mail Survey Results section.

Objectives one and two were concerned with how many vocational students might be classified as non-vocational and determining the reasons why they were not identified properly. Of the 371 respondents, 76 reported themselves to be occupational majors. While some discrepencies between SAM major assignment and students' major declarations are inevitable, the over 20 percent discrepency seemed to warrant a detailed review of the SAM procedure as implemented at Cerritos College. The Spring, 1976 coursework for each of the 76 students was checked against the SAM criteria for assignment as a vocational or non-vocational major. Only nine students were found to be enrolled in vocational courses with a priority of "C" or higher. Further analysis of these nine students revealed that three of them had been enrolled in a class offerred on local television and should not have been included at all; four of the students had enrolled in the vocational course after census week, while the remaining two had actually dropped before census week but their drops were not recorded until after census week. Thus, no errors were substantiated in the computer application of the SAM criteria.

The review of the Cerritos SAM procedure did identify one part of it that needed revision. The SAM computer program assigned majors by checking the spring coursework only. This meant that some students would have been identified as vocational on the basis of Fall, 1975 classes, but not by the spring semester classes. The procedure was revised to include both semesters and a new count of non-occupational students was generated. The non-occupational students decreased by 9.4 percent. Applying this figure to the 20 percent discrepency mentioned earlier, reduces the discrepency to near 11 percent. If we then remove the 9 students (2.4 percent) whose misclassifications were previously explained, this leaves an unexplained

discrepancy of under 9 percent for classifying non-occupational students.

Objective three was to identify the reasons why the non-occupational students were attending Cerritos College. The most frequently cited reasons were transfer to a four year college (55.5 percent), personal enrichment (46.2 percent), and earning an A. A. Degree (45 percent). Not cited as major reasons were learning occupational skills (11.3 percent) and improvement of existing job skills (10 percent). In contrast, a recent survey of occupational students came up with the following reasons for attending Cerritos College: A. A. Degree (55.4 percent), personal enrichment (45 percent), learn occupational skills (29.5 percent), transfer to a four year college (29.3 percent), and improvement of job skills (27.7 percent). Non-occupational students are more interested in transferring to a four college and less interested in job skills than the occupational respondents.

The fourth objective was to determine some of the reasons why the former students did not return to Cerritos College. One of the major reasons was that 51.2 percent of them had transferred to another college. Of the 179 former students not currently enrolled in a college, 48.9 percent of them stated they were planning to return to Cerritos College, with another 21.3 percent planning to continue at another college. Only 7.3 percent reported they would not be returning to college; another 22.5 percent were not sure. Employment was also a factor in why some of the students hadn't returned to Cerritos College; 39.1 percent reported they were employed full-time.

The fifth objective was to assess the former students' opinions of the Cerritos College program in general. The students' rating of the college was: Excellent 52 percent, Average 43.1 percent, and Poor 1.3 percent. (Did not answer 3.5 percent.)

Objective six was to determine how much of the students' goals were met. The ratings were: All 50.9 percent, Part 44.5 percent, and None 3.5 percent. (Did

not answer 1.1 percent)

Objective seven was to identify services which the former students thought needed improvement The only college service to receive a relatively large number of negative criticisms was the program and career counseling area. It was rated Poor by 17.8 percent of the respondents Question 12 on the survey asked for ratings of a number of college services. Referring to the Mail Survey Results section, you will notice the large number of respondents to Question 12 that indicated they didn't use the services, or they left the question blank. For example, 38.8 percent checked they didn't use the Job Placement services, with another 45.3 percent not answering the question. The areas of Tutoring Services and Financial Aids had similar ratings This pattern of lack of use and missing answers may indicate possible problem areas.

Question 17 asked those attending another college to indicate any problems encountered. About 15 percent of these students indicated problems with transferring course credit and/or had some difficulties with transcripts.

Objective eight was to analyze the responses of former students that completed seven or less units. The lowest survey response rate was from this group; only 9.3 percent of the 322 Non-completors sampled returned the questionnaire. The response rate within the other classifications were the following: Graduates 32.7 percent, Certificates 40 percent, Achievers 21 percent, and Partial Completors 17.2 percent. The Non-completors rated their general opinion of the college to be: Excellent 43.4 percent, Average 43.3 percent, and Poor 6.7 percent. Their ratings are close to those for all respondents (see findings for objective five). Similarly, their intentions about returning to college were near the average for all students; 43 percent indicated they would return to Cerritos College, 17 percent at another college, and 6.6 percent not planning to continue with college (see findings for objective four) More of the Non-completors seem to be working

full-time (53.6 percent) than the average of all respondents (39.1 percent). Only 20 percent were attending college as compared to 51.2 percent for the entire return. This seems to indicate the Non-completor response rate might be increased by useing a questionnaire specialized to this group.

The ninth objective was to compare some of the findings for the non-vocational students to the vocational survey. Nearly 71 percent of the vocational students reported themselves as employed full-time, as compared to 39 percent of the non-occupational. Also, 57 percent of the non-occupational students were employed in an area <u>not</u> related to their Cerritos College training; only 28 percent of the vocational respondents indicated this. The average hourly wage for non-occupational respondents was $4.95, while that for the vocational students was $5.86. A higher percentage of non-occupational students (51 percent) had transferred to another college than vocational students (23 percent). However, nearly 66 percent of the former vocational students not attending college planned to return. This is very close to the 70 percent figure from former non-occupational students. The response rate to the surveys from both groups were also very near equal; 20 percent for the non-vocational and 22 percent for the vocational.

The tenth listed objective was to identify any major differences between male and female respondents. However, as noted in the Response Representativeness section, females are over-represented in the returned questionnaires. This means that some of the smaller response differences between sexes, expecially when more females than males is indicated, is a false difference. The questionnaire item that asked for rate of pay did produce a large sex difference. The average hourly wage for males was $6.23, while that for females was $3.85. A large sex difference for hourly wage was also found in the in the vocational survey; $6.78 for males versus $4.63 for females. These differences need to be interpreted with some caution because the groups may have differed in other important characteristics, such as, age, major, previous education, or occupational training which

may account for the difference in pay rate.

CONCLUSIONS AND RECOMMENDATIONS

1. The Cerritos College field test of extending the SAM procedure for identification of former non-vocational students has shown the procedures to be relatively precise. The classification of student's major as non-vocational was approximately 90 percent accurate for the survey respondents.

2. The mail survey follow-up of the former non-occupational students was about as effective as the follow-up of former vocational students. The response rates for the two surveys were 22 percent and 20 percent respectively. Since the procedures and format of their questionnaires were very similar for the two surveys, one can assume that if a college first optimizes the follow-up for vocational students, most of the techniques will be directly applicable to a non-occupational follow-up.

3. The results of the field test have been circulated among only a few administrators and counselors at the present time. However, the reaction has been favorable. Of special interest, has been the comparisons between the vocational and non-occupational survey responses. Suggestions for additional data analyses are being collected. It is recommended that the follow-up of non-occupational students be continued on a yearly basis, incorporating necessary modifications to meet new objectives.

4. The response rate to the questionnaire and procedure used in this field test was low. It is recommended, therefore, that additional procedures be explored and developed to increase response rate. The more successful procedures could be incorporated into revised editions of the SAM Procedures Manual or be presented as an appendix to the manual. Where possible, alternative methods should include estimates of their cost effectiveness.

MAIL SURVEY RESULTS

Question 1

What was your primary goal in attending Cerritos College? CHECK ALL THAT APPLY

Goals	Number of Responses	Percent Total[2] (N=371)	Percent Male	Percent Female
A.A. Degree	167	45.0%	18.9%	26.1%
Improvement of existing job skills	37	10.0%	3.0%	7.0%
Learn occupational skills	42	11.3%	4.3%	7.0%
Vocational certificate	12	3.2%	.8%	2.4%
Personal enrichment	171	46.2%	15.9%	30.3%
Transfer to 4 year college	206	55.5%	26.7%	28.8%
Other	26	7.0%	3.0%	4.0%

[1]Number of responses do not sum to 371 because multiple answers were allowed.

[2]Total percentages do not sum to 100 percent because multiple answers were allowed.

Question 2

How much of your primary goal was met?

Amount	Number of Responses	Percent Total (N=371)	Percent Male	Percent Female
All	189	50.9%	23.5%	27.5%
Part	165	44.5%	19.7%	24.8%
None	13	3.5%	.8%	2.7%
Missing	4	1.1%	.3%	.8%
	371	100.0%		

Questions 4 - 7

Please rate the following according to your Cerritos College experience.

Question 4. Class instruction

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	192	51.8%	24.3%	27.5%
Average	168	45.3%	18.9%	26.4%
Poor	6	1.6%	.5%	1.1%
Missing	5	1.3%	.5%	.8%
	371	100.0%		

Question 5. Grading & testing

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	119	32.1%	12.9%	19.1%
Average	232	62.5%	29.4%	33.2%
Poor	9	2.4%	.8%	1.6%
Missing	11	3.0%	1.1%	1.9%
	371	100.0%		

Question 6. Program and career counseling

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	92	24.8%	10.2%	14.6%
Average	152	41.0%	18.9%	22.1%
Poor	66	17.8%	8.9%	8.9%
Missing	61	16.4%	6.2%	10.2%
	371	100.0%		

Question 7. General opinion of the college

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	193	52.0%	24.3%	27.8%
Average	160	43.1%	18.9%	24.3%
Poor	5	1.3%	.3%	1.1%
Missing	13	3.5%	.8%	2.7%
	371	100.0%		

Question 8

What is your present employment status?

Status	Number of Responses	Percent		
		Total (N=371)	Male	Female
Working full-time (30 hours or more per week)	145	39.1%	19.9%	19.1%
Working part-time (less than 30 hours per week)	89	24.0%	10.0%	14.0%
Not working, but looking for a job	39	10.5%	4.0%	6.5%
Full-time homemaker	29	7.8%	.0%	7.8%
Military Service	6	1.6%	1.1%	.5%
Other	52	14.0%	7.5%	6.5%
Missing	11	3.0%	1.6%	1.3%
	371	100.0%		

Question 9

Are you attending college?

Response	Number of Responses	Percent Total (N=371)	Male	Female
Yes	190	51.2%	25.9%	25.3%
No	179	48.2%	18.3%	29.9%
Missing	2	.5%	.0%	.5%
	371	100.0%		

Question 10

If no to 9 above, are you planning to continue college in the future?

Response	Number of Responses	Percent Total (N=179)	Male	Female
Yes, at Cerritos College	87	48.9%	16.8%	32.1%
Yes, at another college	38	21.3%	10.7%	10.6%
No	13	7.3%	3.4%	3.9%
Not sure	40	22.5%	6.2%	16.3%
	179	100.0%		

Question 11

Do you feel your present level of training at Cerritos College would be helpful in getting a job?

Response	Number of Responses	Percent		
		Total (N=371)	Male	Female
Yes	137	36.9%	18.1%	18.9%
No	113	30.5%	11.3%	19.1%
Not sure	99	26.7%	12.4%	14.3%
Missing	22	5.9%	2.4%	3.5%
	371	100.0%		

Question 12

Please rate only those Cerritos College services listed below that you have used.

Financial Aids

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	24	6.5%	3.0%	3.5%
Average	9	2.4%	1.1%	1.3%
Poor	5	1.3%	.3%	1.1%
Did not use	159	42.9%	19.9%	22.9%
Missing	174	46.9%	19.9%	27.0%
	371	100.0%		

Question 12 (continued)

Transcript Assistance

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	92	24 8%	12.7%	12.1%
Average	71	19.1%	11.3%	7.8%
Poor	13	3.5%	.8%	2.7%
Did not use	79	21.3%	7.0%	14.3%
Missing	116	31.3%	12.4%	18.9%
	371	100.0%		

Question 12 (continued)

Job Placement

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	25	6.7%	3.2%	3.5%
Average	23	6.2%	3.2%	3.0%
Poor	11	3.0%	1.3%	1.6%
Did not use	144	38.8%	17.5%	21.3%
Missing	168	45.3%	18.9%	26.4%
	371	100.0%		

Question 12 (continued)

Tutoring Services

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	32	8.6%	4.0%	4.6%
Average	16	4.3%	2.7%	1.6%
Poor	5	1.3%	.5%	.8%
Did not use	154	41.5%	18.6%	22.9%
Missing	164	44.2%	18.3%	25.9%
	371	100.0%		

Question 12 (continued)

Veterens Services

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	39	10.5%	9.2%	1.3%
Average	13	3.5%	2.7%	.8%
Poor	1	.3%	.3%	.0%
Did not use	160	43.1%	17.5%	25.6%
Missing	158	42.6%	14.6%	28.0%
	371	100.0%		

Question 12 (continued)

Student Activities

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	51	13.7%	7.3%	6.5%
Average	54	14.6%	7.3%	7.3%
Poor	6	1.6%	1.1%	.5%
Did not use	115	31.0%	12.7%	18.3%
Missing	145	39.1%	15.9%	23.2%
	371	100.0%		

Question 12 (continued)

Learning Materials Center / Library

Rating	Number of Responses	Percent		
		Total (N=371)	Male	Female
Excellent	152	41.0%	18.3%	22.6%
Average	105	28.3%	13.5%	14.8%
Poor	3	.8%	.5%	.3%
Did not use	43	11.6%	4.6%	7.0%
Missing	68	18.4%	7.3%	11.1%
	371	100.0%		

MAIL SURVEY RESULTS

PLEASE ANSWER THE FOLLOWING QUESTIONS IF YOU ARE PRESENTLY EMPLOYED:

Question 13

Which single statement best describes your present job?

Statement	Number of Responses	Percent		
		Total (N=238)	Male	Female
In the occupation for which I prepared at Cerritos College	30	12.6%	5.9%	6.7%
In an occupation related to my Cerritos College training, but not in the exact area for which I was trained	38	16.0%	5.9%	10.1%
In a field not related to my college training	136	57.1%	27.3%	29.8%
Apprenticeship program	9	3.8%	2.9%	.9%
Other	25	10.5%	3.8%	6.7%
	238	100.0%		

Question 15

What is your current rate of pay?

Respondents	Number of Responses	Average Pay Rate Dollars Per Hour
Male	104	$6.23
Female	121	$3.85
Male + Female	225	$4.95

MAIL SURVEY RESULTS

PLEASE ANSWER THE FOLLOWING QUESTIONS IF YOU HAVE TRANSFERRED TO ANOTHER COLLEGE.

Question 16

In general, how well did Cerritos College prepare you for your continuing education?

Rating	Number of Responses	Percent		
		Total (N=198)	Male	Female
Very well	96	48.5%	28.8%	19.7%
Average	95	48.0%	24.2%	23.8%
Poor	7	3.5%	1.0%	2.5%
	198	100.0%		

Question 17

Did you encounter any problems transferring to the college you indicated in question 9? CHECK ALL THAT APPLY

Problems	Number of Responses[1]	Percent		
		Total[2] (N=198)	Male	Female
Transferring Course Credit	30	15.2%	7.6%	7.6%
Transcript Problems	30	15.2%	4.5%	10.7%
Financial Aid Problems	5	2.5%	1.0%	1.5%
Grade Point Average	3	1.5%	.5%	1.0%
Entrance Exam Scores	0	.0%	.0%	.0%
Other	13	6.6%	4.0%	2.6%

[1]Number of responses do not sum to 198 because multiple answers were allowed.

[2]Total percentages do not sum to 100 percent because multiple answers were allowed

TELEPHONE SURVEY OF NONRESPONDENTS

Question 1

What is your present employment status?

Status	Number of Responses	Percent		
		Total (N= 47)	Male	Female
Working full-time (30 hours or more per week)	25	53.2%	29.8%	23.4%
Working part-time (less than 30 hours per week)	7	14.9%	2.1%	12.8%
Not working, but looking for a job	2	4.2%	2.1%	2.1%
Not seeking a job	12	25.6%	12.8%	12.8%
Missing	1	2.1%	2.1%	.0%
	47	100.0%		

Question 2

Which single statement best describes your present job?

Statement	Number of Responses	Percent		
		Total (N= 32)	Male	Female
In the occupation for which I prepared at Cerritos College	6	18.8%	12.5%	6.3%
In an occupation related to my Cerritos College training, but not in the exact area for which I was trained	3	9.4%	3.1%	6.3%
In a field not related to my college training	22	68.8%	31.3%	37.5%
Other	1	3.1%	3.1%	.0%
	32	100.0%		

Question 3

Are you attending college?

Response	Number of Responses	Percent Total (N= 47)	Male	Female
Yes	18	38.3%	21.3%	17.0%
No	28	59.5%	25.5%	34.0%
Missing	1	2.1%	.0%	2.1%
	47	100.0%		

Question 4

If not now attending, are you planning to return to college?

Response	Number of Responses	Percent Total (N= 27)	Male	Female
Yes, at Cerritos College	9	33.3%	11.1%	22.2%
Yes, at another college	7	25.9%	11.1%	14.8%
No	11	40.7%	22.2%	18.5%
	27	100.0%		

Question 5

In general, how well did your Cerritos College prepare you for your continuing education?

Rating	Number of Responses	Percent		
		Total (N= 18)	Male	Female
Very well	9	50.0%	22.2%	27.8%
Average	7	38.9%	22.2%	16.7%
Poor	0	.0%	.0%	.0%
Missing	2	11.1%	5.5%	5.6%
	18	100.0%		

APPENDIX A

MAIL SURVEY QUESTIONNAIRE

CERRITOS COMMUNITY COLLEGE DISTRICT

Student Survey
11110 East Alondra Boulevard
Norwalk, California 90650

Before completing the survey please read directions on reverse side.

PLEASE ANSWER ALL OF THE FOLLOWING QUESTIONS:

1. What was your primary goal in attending Cerritos College? **CHECK ALL THAT APPLY**
   - ☐ A.A. Degree
   - ☐ Improvement of existing job skills
   - ☐ Learn occupational skills
   - ☐ Vocational certificate
   - ☐ Personal enrichment
   - ☐ Transfer to 4 year college
   - ☐ Other (describe) _____

2. How much of your primary goal above was met?
   All ☐ Part ☐ None ☐

3. What was your major or in which subject did you complete most classes?
   My major or subject area was _____
   Units completed in major area _____ units

Please rate the following according to your Cerritos College experience.

		Excellent	Average	Poor
4.	Class instruction	☐	☐	☐
5.	Grading & testing	☐	☐	☐
6.	Program and career counseling	☐	☐	☐
7.	General opinion of the college	☐	☐	☐

8. What is your present employment status?
   - ☐ Working full-time (30 hours per week or more)
   - ☐ Working part-time (less than 30 hours per week)
   - ☐ Not working, but looking for a job
   - ☐ Full-time homemaker
   - ☐ Military service
   - ☐ Other (describe) _____

9. Are you attending college?
   Yes ☐ No ☐
   College _____
   Major _____
   Units carried _____

10. If no to 9 above, are you planning to continue college in the future?
    - ☐ Yes, at Cerritos College
    - ☐ Yes, at another college
    - ☐ No
    - ☐ Not sure

11. Do you feel your present level of training at Cerritos College would be helpful in getting a job?
    Yes ☐ No ☐ Not sure ☐

12. Please rate only those Cerritos College services listed below **that you have used.**

	Excellent	Average	Poor	Did not use
Financial Aids	☐	☐	☐	☐
Transcript Assistance	☐	☐	☐	☐
Job Placement	☐	☐	☐	☐
Tutoring Services	☐	☐	☐	☐
Veterans Services	☐	☐	☐	☐
Student Activities	☐	☐	☐	☐
Learning Materials Center/Library	☐	☐	☐	☐

PLEASE ANSWER THE FOLLOWING QUESTIONS IF YOU ARE PRESENTLY EMPLOYED:

13. Which single statement **best** describes your present job
    - ☐ In the occupation for which I prepared at Cerritos College
    - ☐ In an occupation related to my Cerritos College training, but not in the exact area for which I was trained
    - ☐ In a field **not** related to my college training
    - ☐ Apprenticeship program (specify) _____
    - ☐ Other (describe) _____

14. What is your job title or type of work? _____

15. What is your current rate of pay?
    $ _____ per hour or $ _____ per month

PLEASE ANSWER THE FOLLOWING QUESTIONS IF YOU HAVE TRANSFERRED TO ANOTHER COLLEGE.

16. In general, how well did Cerritos College prepare you for your continuing education?
    Very well ☐ Average ☐ Poor ☐
    Suggestions? _____

17. Did you encounter any problems transferring to the college you indicated in question 9? **CHECK ALL THAT APPLY**
    - ☐ Transferring Course Credit
    - ☐ Transcript Problems
    - ☐ Financial Aid Problems
    - ☐ Grade Point Average
    - ☐ Entrance Exam Scores
    - ☐ Other (describe) _____

THANKS FOR YOUR HELP!

ANY COMMENTS? _____

CERRITOS COLLEGE

Office of the President

TO: Former and Continuing Students of Cerritos College

I am most interested to know how well we at the college have been meeting your needs and how we can improve our efforts to serve you better.

I would appreciate your taking a few minutes to answer this form and to return it to me as soon as possible. Your answers are extremely important to us because you were selected by a scientific random sample of our student name list. We can get a clear picture of how to improve our programs only if you and the other students who receive this survey help us.

After completing this form, simply fold it so that the Cerritos College address is showing, wet the glue strip, and then seal the form. No postage stamp is required.

Of course, we will hold your responses in confidence and use them only in combination with those of other students for statistical analysis.

Thank you and please feel free to call us, if we may be of assistance.

Sincerely,

Wilford Michael

Dr. Wilford Michael
President

Postage will be Paid by Addressee

BUSINESS REPLY MAIL
1ST CLASS PERMIT 35, NORWALK, CALIF.

—Postage will be paid by—

CERRITOS COLLEGE
Office of the President
11110 E. Alondra Blvd.
Norwalk, CA 90650

No Postage Stamp Necessary if Mailed in the United States

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IMPORTANT SURVEY

CERRITOS COLLEGE
Office of the President
11110 E. Alondra Blvd.
Norwalk, CA 90650

Non-Profit
U.S. POSTAGE
PAID
Permit No. 106
Norwalk, Cal.

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APPENDIX B

STUDENT ACCOUNTABILITY MODEL METHODOLOGY

STUDENT ACCOUNTABILITY MODEL METHODOLOGY

In the Student Accountability Model, occupational-courses are classified and prioritized, and student majors are defined according to the occupational courses in which they enroll.

The most critical aspect, therefore, of the entire model is the careful classification of occupational courses.

I. Classification of Occupational Courses

An occupational course is defined as one which is (all three):

(1) intended to develop skills and related knowledge needed for job performance.

(2) part of the course sequence of an occupational program offered by the college.

(3) designed primarily for job preparation and/or job upgrading or updating and not for general education purposes.

II. Priority Levels

Priority "A" - Apprenticeship

Course is an apprenticeship course.

Priority "B" - Advanced occupational

Course is offered in one specific occupational area only and clearly labels its taker as a major in this area. Priority B courses will generally be those taken by students in the advanced stages of their occupational programs.

Priority "C" - Clearly occupational

Course is offered in several specific occupational majors within a broad area and is of difficulty level sufficient to detract "drop-ins." Priority C courses will generally (but not necessarily)

be taken by students in the middle stages of their occupational programs.

Priority "D" - Possibly occupational

Course is introductory level occupational or is primarily a service (or survey) course for other occupational programs. Priority D courses may be taken by non-occupational as well as occupational majors.

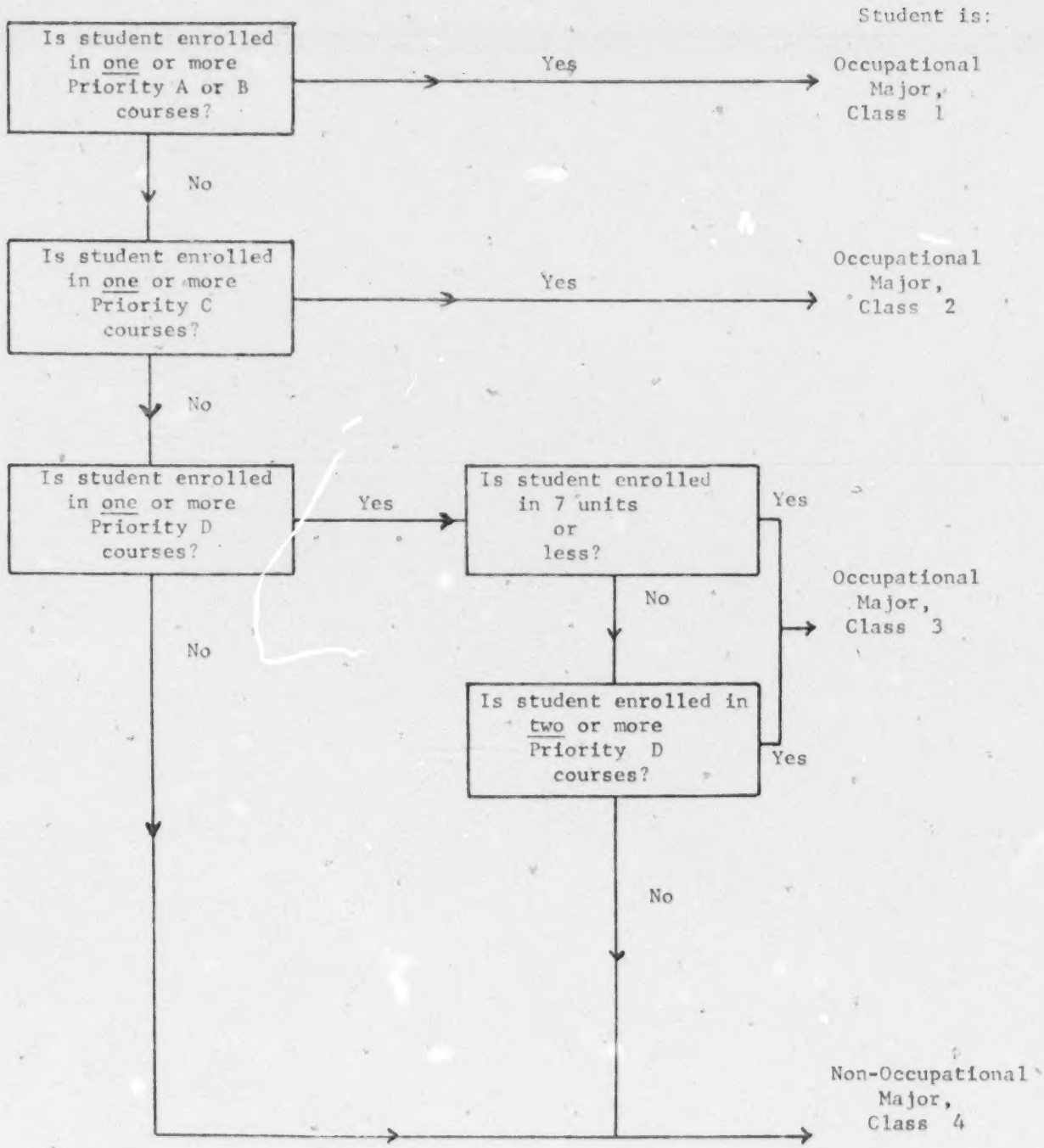
For borderline courses (between C and D), it is suggested that deciding factor should be an estimate (based on judgment and experience) of the number of students taking the course whose major is judged to be occupational. If the number is estimated to be 75% or more of the total, the course should be identified as Priority C, otherwise Priority D.

Priority "E" - Non-occupational

Although offered by an occupational department, course is designed for non-occupational majors who desire acquaintance with the field as part of their general education.

A flow chart depicting the process for assigning a student to a major is presented on page 32. The process of classifying a student's accomplishment is shown on page 33.

DETERMINATION OF STUDENT MAJOR



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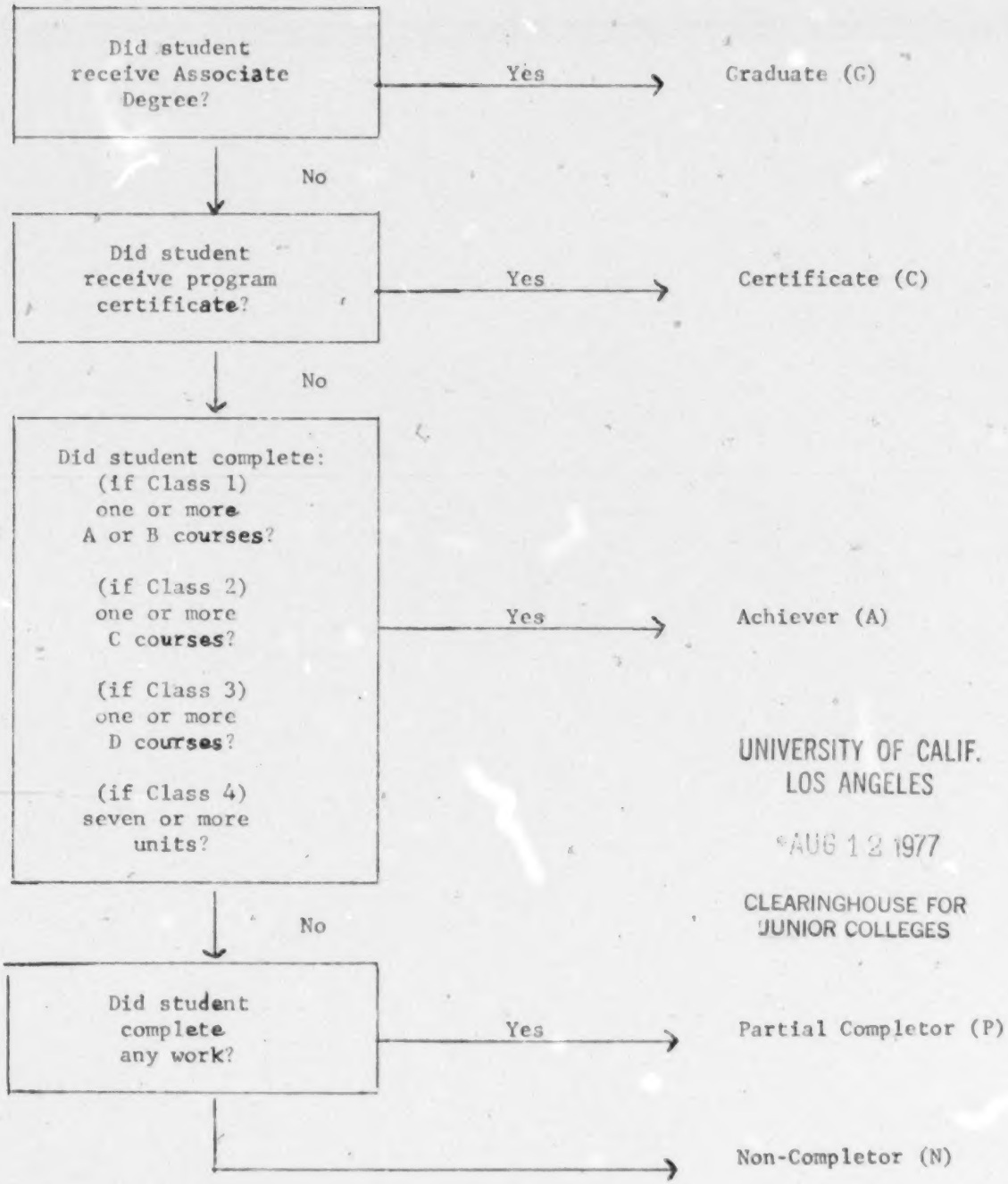
CLASSIFICATION OF NON-CONTINUING STUDENTS
(Flow Chart)

During previous semester:



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